APPROVED MINUTES

Adult Education Advisory Committee April 12, 2006 Utah State Office of Education Room 241 - 10:00 a.m. - 1:00 p.m.

Present James Andersen, Nancy Birchell, Herb Clark, Suzette Hudson, Cindy Krueger, Hector Mendiola, Wayne Mifflin, Edie Mitko, Norman Nakamura, Marilyn Nunez, Paula Oakey, Nate Southerland, Don Uchida and Gary Wixom

Absent: Edwin Espinel and Mary Ann Parkinson

Welcome:

Paula welcomed everyone in attendance, and went on to the next item regarding the minutes.

Approval of Minutes:

The minutes of **March 8, 2006** were reviewed and corrected with James Andersen making a motion to approve the minutes as corrected. Both Nate Southerland and Wayne Mifflin seconded the motion. The motion passed.

Review of On-Going Agenda Items:

Paula indicated the agenda items written in full caps were on-going agenda "headings," and as people thought of agenda items, the headers could be guidelines as to where they might fit in.

There will always be other things that come up, but Paula would like the committee to stay focused on what the mission is. She asked for any other items or suggestions

Advocacy

- Legislative update -Marty and Jeff didn't have anything new to report
- James talked about an article in this week's TIME magazine and a recent program on the Opra Winfrey's Show on retrieving dropouts. It was mentioned that every school day there is a dropout every nine seconds. James said he wished the study had gone into more depth but stated the few sanctions mentioned in the article discouraging dropouts:
 - 1. hold parents more accountable
 - 2. prevent kids from getting licenses
 - 3. prevent kids from going to work

Discussion took place that since this subject is in the limelight this week, it would be a nice gesture to send a copy of the article with a cover letter from the Advisory Committee to Senator Howard Stephenson, Representative Greg Curtis, Representative John Dougall, Representative Gordon Snow, and Community Advocate Pamela Atkinson expressing appreciation for their support to adult education and for their foresight in meeting the need before this publication came out. Nate was going to draft a letter and send it to Paula who in turn would email it to the committee for their input. When the letter is completed, Paula will sign it and send it out. As the agenda topic concluded it was the consensus of the committee that it might be a better idea to send a copy of "Whatever it Takes - How Twelve Communities are Reconnecting with Out-of-

School Youth, "a publication of the American Youth Policy Forum; which highlights Horizonte's program including adult education rather than send the article that was discussed.

• A document called "Communicating with Congress" was passed out as Paula indicated it could be used as a committee resource for things the committee was doing, that it had various areas which were of interest to her, and asked if there were any comments.

Celebrating Adult Education

Paula indicated that by hearing adult education stories, it would remind us of what is positive and what is happening as a result of adult education programs. Nancy Birchell share two stories with the committee of students that experienced success because of their determination and hard work.

The first story was about a previous student of Nancy's who was determined to get her GED and then went on to the nursing program at the ATC, on to the LCN program and is now a neo-natal nurse. This student had recognized Nancy when she was at the nursery to see her new nephew and came out to hug her and gave her credit for what she had accomplished. Nancy reminded the student that she was the one responsible for her own accomplishments and success.

Nancy's second story was about a previous student with very low self-esteem and severe anxiety problems. Nancy had encouraged her into taking the GED and she passed it. About three months ago Nancy ran into this student when she was picking up a prescription at the pharmacy and this student was a pharmacy technician. She was very happy in her career and with life, and thanked Nancy for what she had done. Again Nancy explained she didn't do anything but the student made the achievement.

Nancy emphasized that the adult education program has only been the "stepping stones" for these people, and education can affect the whole family unit for generations.

Several comments were made as to whether or not she could get these people to go on television, and that they should write a paragraph or two regarding their experiences with adult education.

Public Relations

Adult education Public Services Announcement (PSA) (Nate Southerland & James Andersen)
After some discussion regarding the PSA the cost quote being \$1250, a possibility of having cosponsors, the various phases of production time (three months for completion), it was suggested to have a subcommittee work on a PSA. Norman Namura motioned it, Wayne Mifflin seconded it, and all were in favor. The motion passed. A question was asked as to how hard it would be to collect promised program contributions from the State Office and Marty indicated it would be better to have the programs

work directly with UEN. Paula volunteered to be part of the subcommittee if her time permitted.

Free one-half hour television show - ideas - (Paula)

Adult Education was unable to accept and prepare for the opportunity of the free one-half hour television show due to conflict of time and commitment of the Directors/Coordinators' Meeting in St. George scheduled at the same time. Paula distributed a handout that were some questions which Cindy had put together from the material of the television show to be asked, and wanted to make sure the committee went over them. She felt some of the questions might be good in a lot of different circumstance for addressing the legislature and possibly for the PSA. Paula said she would call to check and see if this opportunity would be available again next year. She emphasized she can see that we are going to get a public service announcement rolling, our success stories together, and be prepared with a "whole arsenal of things" to present as needed.

Worksite Learning Report (Herb Clark and Marilyn Nunez)

Herb reported Workforce Services is coming to American Fork Hospital as a worksite learning project but he is still waiting to get clarification through return phone calls.

Marilyn Reported on the Salt Lake Site.

- She explained about one year ago LDS Hospital put out an RFP and received six responses and chose the Skills Center. The hospital has the following setup:
- They have two ESL Classes (Basic and Intermediate)
- Monday Wednesday, and Tuesday Thursday from 3:30 to 5:00 p.m.
- They are paid if they are on their shift; they are trying to work out something if they are not on their shift to allow their staff members to participate in classes.
- They have at least 12 cultures represented in classes.
- The program received a match grant through S.T.I.T. They also offer basic computer classes.
- Shannon Mullins is the teacher.

A question was raised as to whether or not there had been any articles published regarding these classes.

Herb expressed it was a real advantage to have industry using part of the adult education organization to train on site and that nothing but positive could come from this.

James asked if there was an HR person that could come and talk to the committee about the laws of having work-based learning programs. Herb mentioned that Paul Jackson would be good. A lot of comments and discussion centered on whether or not it would be good to promote work-based learning programs with the following issues being addressed:

- Nate pointed out it would involve employers, students and funding, and asked if it is promoted to whom and how, and are we going to be able to have staff do it?
- Suggested funding sources would either have to be federal money or come from the Board providing non-resident fees for the services.
- James explained about an ESL project the Skills Center participated in that was two hours a day, two days a week depending on the program and were very much tied to the performance on the iob.
- Is providing ESL in local businesses something we want to see grow?
- It was suggested to encourage employers to give some type of benefit if they are doing classes on their own.
- We see a lot more companies give tuition reimbursement.
- Employers have higher expectations than can actually be provided.

In summarizing, Paula felt all the comments were a combination for developing a good PSA in changing the attitude in the community about the importance of adult education. Nate said there were two parts to the discussion, the first that we want to tell the story that educated employees do a better job, and second to come to our program. James indicated we as educators are helping build self-esteem, and developing a whole person, while businesses want the good employee to be on time, one that stays there eight hours, and one that completes accurate tasks.

Why America needs an Educated and Prepared Workforce (Paula)

This document came from the National Literacy and was passed out to go along with the item on the agenda. Jeff shared a present scenario of his son's home being built by a crew of hard, conscientious, workers who cannot speak or read English, and it has been costing the builder a horrendous amount of

money because of their mistakes from not being able to read the instructions on the blueprints. (Employees do not work up to their potential when they cannot read.) Several other experiences were shared that involved accidents, injuries and liability issues due to the employees not being able to read or understand English.

Marty announced to the committee the State Office will be putting together posters that will be available to directors and coordinators hopefully by June (August at the latest) for advertising in public places to encourage people to come to adult education programs. We are also going have before fall pocket fact sheets about adult education that can be distributed.

Memorandum of Understanding revisited (Marty Kelly and Suzette Hudson)

Marty gave her portion of information and said that the MOU authorizes each of the agencies to share information back and forth electronically, and that DWS is responsible for the database of where the information is stored. She indicated there is also a One-Stop draft Memorandum of Understanding in place to facilitate between adult education and the one-stops. Each DWS region should also have a working council that includes adult education again with collaborative use of resources of not only adult education but other agencies that are working with DWS to provide collaboration with the Department of Workforce Services.

A request was made to name all of the other agencies involved with the Memorandum of Understanding. Partners include: State Office of Education, Community and Economic Development, Higher Education, Vocational Rehabilitation, Human Services (includes Forest Service and Job Corps).

Suzette's portion of Memorandum of Understanding covered information about all the mandatory partners that are working on their separate agreements, depending on what kind of shared customers needs are. (WEEDA is not currently working on this draft yet.) Any information for sharing is put together the same way, so the data will be helpful to identify common customers. There are certain elements that Workforce Services have that are shared and because of federal guidelines other pertinent data that might not be shared. Suzette said the Workforce Investment Act (WIA) still needs to be reauthorized. Comment was made that common measures bring Workforce Services and Adult Education together with respect for each other and for the good of the customers. (Marty will keep in touch with the programmers in looking at common identifiers.)

Other:

- Marty briefly talked about WIA incentive money and indicated there would be no incentive grants at the end of the fiscal year because of the survey, and emphasized it is important to get a data match. The dollars go to the governor who turns it over to labor which in Utah is Workforce Services, and they give to their partner if they so choose. Comment was made that Suzette and Shauna were part of this process when incentive monies had been received. Some of the money helped Adult Education. Shauna continued about the incentive grants and indicated that not only does adult education have to meet the projections, but this is part of the state plan every year that adult education has to negotiate. (How many ABE 1s, how many will progress to ABE 2, right down to every one of the levels.) She explained if we meet the outcomes we are eligible for that incentive grant only if Carl Perkins meet their projections and only if DWS meet their projections.
- Marty explained the new Policy and Procedures Manual to the Advisory members who were not at the Directors/Coordinators' meeting in St. George and were receiving them for the first time.

• Hector Mendiola brought some handouts and explained to the committee that his Technologico De Monterrey program is available in Utah for Spanish-speaking students to learn English.

Chair Elect Decision

Herb Clark indicated he was happy to serve as Chair Elect and would support the position. When he questioned the length of the term, it was clarified as two years. Nate Southerland made a motion to officially appoint Herb Clark as the Chair-Elect and James Andersen seconded it. The committee all favored it and the motion passed.

Adjourn

The next meeting is scheduled for May 10, 2006 at 10:00 a.m.